

**U.S. Department of Education**  
**2012 National Blue Ribbon Schools Program**  
**A Non-Public School - 12PV120**

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☒ Choice  
(Check all that apply, if any)

Name of Principal: Ms. Sherry Worel

Official School Name: Stoneybrooke Christian School

School Mailing Address: 26122 O'Neill Dr.  
Ladera Ranch, CA 92694-1092

County: Orange State School Code Number\*:

Telephone: (949) 429-3812 E-mail: lgrim@stoneybrooke.com

Fax: (949) 429-3820 Web site/URL: www.stoneybrooke.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Ms. Sherry Worel Superintendent e-mail: sworel@stoneybrooke.com

District Name: District Phone:

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Robert Ming

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

Questions 1 and 2 are for Public Schools only.

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 29

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	9	4	13		6	22	24	46
K	20	21	41		7	30	22	52
1	19	17	36		8	27	28	55
2	24	30	54		9	0	0	0
3	24	23	47		10	0	0	0
4	26	23	49		11	0	0	0
5	22	28	50		12	0	0	0
Total in Applying School:								443

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
6 % Asian  
0 % Black or African American  
2 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
83 % White  
8 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 8%  
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <b>to</b> the school after October 1, 2010 until the end of the school year.	14
(2)	Number of students who transferred <b>from</b> the school after October 1, 2010 until the end of the school year.	24
(3)	Total of all transferred students [sum of rows (1) and (2)].	38
(4)	Total number of students in the school as of October 1, 2010	500
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent of English Language Learners in the school: 0%  
 Total number of ELL students in the school: 0  
 Number of non-English languages represented: 0  
 Specify non-English languages:

Stoneybrooke does not have any non-English speaking students.

9. Percent of students eligible for free/reduced-priced meals: 0%

Total number of students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

Stoneybrooke does not participate in a free and reduced-price meal program. No students have expressed an interest in such programs.

10. Percent of students receiving special education services: 0%

Total number of students served: 0

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<b><u>Full-Time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>5</u>	<u>0</u>
Classroom teachers	<u>27</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>4</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>16</u>	<u>6</u>
Total number	<u>52</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 16:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	95%	97%	97%	97%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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Stoneybrooke Christian School is a 29-year-old private institution serving preschool through eighth grade students. The school is located on two campuses both in south Orange County, California. Founded in 1983, the school began with just 38 students. Two of the original founders (the current Superintendent and Assistant Superintendent) remain in key leadership roles within the school.

The student body of 443 students is drawn from 17 suburban communities within a 15-mile radius surrounding the school. The socioeconomic make up of the students accurately reflects the communities from which they come.

The school is distinctive in several ways. Each faculty member maintains two specific teaching credentials; one is a state credential and the other is from the Association of Christian Schools International. Almost fifty percent of the teachers have advanced degrees. Four of the five administrators hold Master's Degrees. Staff retention is very high. Many of the staff members have been at Stoneybrooke for over ten years, including one teacher's assistant who has served for 24 years.

The school has been recognized in the Best Christian Workplace Institute national survey for four years in a row as a finalist in the category of private schools. Staff benefits are plentiful, and salaries are comparable to or above the Christian schools in the area and relatively competitive with public school pay scales.

The school is accredited with the Western Association of Schools and Colleges and the Association of Christian Schools International. Students receive instruction in their core subjects and attend classes in a wide range of enrichment courses. These courses include computer technology, music (instrumental and vocal), art, physical education, science labs, foreign languages, drama and a wide array of online courses.

Education takes place outside the walls of the school as well. Students enjoy field trips (focused on the arts, community service, and history and science experiences) and an annual three day/two night science or ministry experience. All students are involved in activities that foster community service. This year the school transformed two 40 foot cargo containers into a school and shipped it to Nepal with supplies and training materials to set up a Christian school in Nepal.

Stoneybrooke is a leader in the educational use of advanced technology. This commitment provides cutting edge learning opportunities for all grade levels. In grades 1-8, interactive white boards have dramatically enhanced instruction. Students produce video newscasts and lead multi-media presentations. Literacy comprehension is enriched through the computerized Accelerated Reader program, and online courses augment the learning styles and interests of the older students.

To further insure that true blended learning is being facilitated in the upper grades, 7th-8th grade students will soon be required to utilize an iPad at school. This will transform the way in which standards are taught, matching a 21st-century model of learning.

Academic achievement is exemplary at Stoneybrooke. The comprehensive curriculum is documented in appropriate scope and sequence materials. The school's commitment to professional growth ensures that teachers are well prepared to lead their classrooms. The curriculum reflects state and national standards. The students are achieving at a very high level, exceeding the 85th percentile on the national norms. Advanced students are tracked for math (grades 6-8) and English (8th grade).

The schools are well supported by a breadth of education materials and text books. Students are served by two libraries, three tech labs, three science labs and two music rooms. Additionally, there is a Student Success Program that supports students with both personalized remedial and enrichment instruction.

The school regularly communicates with its alumni who demonstrate that they were well prepared for the next step of their education. Stoneybrooke graduates have attended UCLA, Stanford, USC, Notre Dame, Davidson, Syracuse University, Gordon College, Baylor and many other prestigious universities.

The spiritual development of the students is also important to the staff and parents. There is a commitment to a systematic study of the Bible, a memorization program for character development and a variety of discipleship opportunities offered to students.

Parental support is strong at Stoneybrooke. The parent organization sponsors the annual carnival, the Christmas store, book fairs, art programs, and the hot lunch program. Communication between the school and parents is strategic, utilizing a wide range of techniques. The school has a localized radio station, sends out weekly emailed administrative notes, provides classroom websites, and offers online access to grades. Extensive school-wide information is noted on the main webpage and through Facebook and Twitter.

As an exemplary Christian school in south Orange County, Stoneybrooke enjoys a strong reputation for high academic achievement and character development. The entire staff works tirelessly “in partnership with parents to provide a distinctive, Biblically-based education in a nurturing environment through which students are instilled with Godly character, inspired to excel and prepared for a life of enduring commitment to Christ.”



### 1. Assessment Results:

A.) Students in kindergarten through eighth grade take the Stanford Achievement Test (SAT 10) each spring. The SAT 10 is a national norm-referenced test, based on 2002 norms, which allows the school to compare the achievement level of Stoneybrooke students to other private and public school students nationally. Since California public school students do not take the SAT-10, it has been difficult to compare the performance of Stoneybrooke students to local public school students. In order to address this issue, Stoneybrooke has had its students in both 3rd and 7th grade take the California Achievement Test (CAT-6) within the past five years. The results of this test allow Stoneybrooke to be able to compare on the same scale with its public school counterparts. In addition, all 8th grade math students take a comprehensive exam at the end of the year to assure mastery of either Algebra 1 or geometry. This exam is crucial for placing students into the proper high school math course.

As stated in the school's strategic plan, Stoneybrooke has set high standards for all grade levels. This bar has been set for each grade level to score in the 80th percentile in both total reading and total math on the SAT-10. Furthermore, the school has set a performance goal of outscoring the two local school districts on the CAT-6 in grades 3 and 7. Stoneybrooke has also set a performance level of scoring an 80% or better on the comprehensive math exam in 8th grade. All of these assessments together help to determine whether or not Stoneybrooke is "meeting the standard" it has set for its students.

B.) Looking at the school's SAT-10 data over the past five years, it is evident that Stoneybrooke students have consistently performed at an exceptional level in all grades. This is especially significant due to the fact that all Stoneybrooke students, including the school's Student Success Program students, take the SAT 10. Stoneybrooke has no subgroups to test. In fact, while using the cut-off scores provided by the Council for Private Education (CAPE), Stoneybrooke students have consistently scored well above the 85th school percentile in both reading and math in all grade levels for the past five years. For example, this past year, the 85th percentile cut-off score for the SAT-10 reading was 67 for 8th grade students. Stoneybrooke 8th graders scored 77 this last year which indicates that Stoneybrooke 8th graders are performing well above the 85th percentile for their grade level. The same is true for math. The 85th equivalent percentile score for math was 76, while Stoneybrooke students had a score of 81. Again, this data indicates that Stoneybrooke students are performing at an extremely high level in math. This data is true for all grade levels in both reading and math over the past five years.

Although Stoneybrooke's data indicates that it has excelled in both math and reading, one observable trend can be found in both 7th and 8th grade math. Both of these scores have consistently trended upwards over the past five years. Improved scores can be attributed to a few key factors. First, the hiring of an outstanding math teacher six years ago has dramatically improved the quality of math instruction in the junior high program. This instructor has her Master's Degree in math and had taught for 13 years in public high school prior to coming to Stoneybrooke. Her time and dedication to each student is phenomenal. Secondly, the improved scores can also be attributed to the implementation of a free after-school math lab six years ago. This math lab has helped to give students extra needed help in understanding math standards which, in effect, has helped to improve overall testing results.

While the SAT 10 assesses how Stoneybrooke students are achieving on a national norm, it only allows the school to compare its scores with other accredited private and public school students in other states. Because the SAT 10 is not administered in public schools in California, Stoneybrooke cannot compare its SAT-10 scores with the two local school districts. In order to achieve a true comparison with the two local school districts, Stoneybrooke students in both 3rd and 7th grades have also taken the California Achievement Test (CAT-6) in the last five years. Utilizing this assessment tool, Stoneybrooke students scored extremely well against the two local school districts. For example, 87% of Stoneybrooke 3rd grade

students scored at or above the 50th percentile in reading, while only 58% and 56% of the two local school districts scored at or above the 50th percentile in reading. The same was true in math where 83% of Stoneybrooke 3rd grade students scored at or above the 50th percentile in math, while only 71% and 73% of the two local school districts scored at or above the 50th percentile. Stoneybrooke was very pleased to know that its students performed at an extremely high level when compared to the two local school districts.

## **2. Using Assessment Results:**

A) Analysis of the SAT 10 serves as an important factor in evaluating student achievement, curriculum, instruction and individual student success. After assessment results are received in the spring, administration spends considerable time analyzing each score report. This is done by looking at each teacher's class report for discrepancies between each class, subject areas, or for positive and negative trends. Administration and teachers also evaluate each individual student report for strengths and weaknesses; previous scores are considered for noticeable patterns or changes in achievement. Teachers also use the assessment to inform parents when enrichment or remediation is needed, and students' scores are used to place them in math enrichment (offered in 4th and 5th grade), advanced math classes (pre-algebra in 6th grade, algebra in 7th grade, geometry in 8th grade) or advanced English class (in 8<sup>th</sup> grade).

Assessment scores are also important for evaluating the effectiveness of curriculum and instruction. For example, three years ago, after assessing the school's language arts scores, a new language curriculum was adopted and implemented. Total language skills have increased in every grade level in the past two years, demonstrating that the new curriculum has been effective.

Spelling scores, on the other hand, show a pattern of decline in four different grade levels over the past three years. Following input from grade level teams about the spelling curriculum and instructional techniques, the director of curriculum and instruction has made changes in how teachers provide spelling instruction - spelling is better integrated within the curriculum, supplemental materials have been provided, and additional hands-on activities are being used.

Another example of how assessment data has been used to improve student and school performance is in the area of junior high math. The math assessment data on the junior high SAT-10 results have indicated that students have shown a steady improvement for the past five years which can be attributed to the hiring of a qualified math specialist as well as offering an after-school math lab free of charge to students.

B) Assessment data results are used systematically at Stoneybrooke to inform parents, students and the community of the students' academic achievement. The SAT-10 assessment scores, for example, are distributed to parents each spring. Teachers hand them in a sealed envelope to each parent with a letter from the school's superintendent explaining how to interpret a child's score report. Assessment scores are also published in the school's annual report, strategic plan, and in community newspaper articles. In addition, the school's SAT-10 assessment data is put onto a spreadsheet comparing the data over a three year period as well as comparing the school's scores with national and private schools' scores. This data allows families and the community to see the academic trends of the school as well as to compare the scores on a national scale. This data has been especially helpful in conversations with prospective parents since the school's scores are superior on a national level.

The school also provides quarterly report cards which are given to each parent to communicate their child's academic achievement. Teacher-parent conferences take place after the 1<sup>st</sup> and 3<sup>rd</sup> quarters to discuss student achievement and goals for the next quarter. Another form of assessment that is communicated with parents and students is the Accelerated Reader report that assesses each student's current reading comprehension level and the amount of books a student has read.

Parents and students in grades 4-8 have access to School Loop, the school's online grading system. This allows parents and students to have immediate feedback regarding individual assignments and assessments given for each subject. School Loop has proven to be a great motivational tool for many students to help them maintain their academic achievements.

### **3. Sharing Lessons Learned:**

Stoneybrooke Christian School is proud of the academic success it has achieved and desires to share this with others. The superintendent and assistant superintendent meet on a regular basis with administrators from other private schools to share best practices and discuss issues they have in common. The superintendent, Sherry Worel, is frequently invited to speak at churches and Moms of Pre-schoolers (MOPS) groups throughout the community. The superintendent is also chairman of the board of directors for the Network of International Christian Schools (NICS), an organization that operates Christian schools throughout the world. Over the years Stoneybrooke has sent several administrator and teacher teams to many of these NICS schools to share instructional strategies and curriculum.

Many of Stoneybrooke's administrators and faculty lead seminars at the Association of Christian Schools International's annual convention in Anaheim, California. This convention is attended by several thousand Christian school faculty members and administrators. Stoneybrooke Christian School also hosts a regional ACSI Math Olympics, which is attended by seven to ten other private Christian schools. In addition, other local private schools have sent representatives to Stoneybrooke to observe and gain insight in the areas of instruction, curriculum, school safety, and other areas. Should Stoneybrooke be graciously awarded Blue Ribbon School status, it would continue to share its resources, knowledge, and expertise with the many other private schools in the area and around the world.

Over this past year, Stoneybrooke partnered with an international missions organization, Cargo of Dreams, and took on a massive school-wide project that involved teachers, students, parents and the local community. In order to assist a school in Nepal, Stoneybrooke purchased two 40-foot shipping containers and converted them into functional classrooms. The students and community raised approximately \$40,000 to accomplish this task and collected school supplies, a playground and other materials to ship to this Christian school in Nepal. The containers have since been shipped and in the spring of next year, Stoneybrooke will be sending a team to finish the construction work on the new school. Later, Stoneybrooke will send a team to assist and provide training for the teachers in Nepal. This project epitomizes the commitment Stoneybrooke has to share its academic success with schools around the world.

### **4. Engaging Families and Communities:**

There are three key strategies that Stoneybrooke uses in working with its families and the broader community for the purpose of enhancing student success. They include having a dynamic and multi-tiered, two-way communication system, effectively employing a strong volunteer system and utilizing an effective fundraising platform.

Stoneybrooke intentionally works to have a two-way communication system with its parents. It is important to know what parents are thinking, and their feedback helps drive the academic choices the school makes. Frequent parent surveys and small-group feedback sessions help guide the direction of the school.

Student progress is communicated to parents through regularly updated teacher webpages. The School Loop program is utilized so parents and students can access grades, homework requirements and general announcements. The school-wide webpage includes a dynamic blog that features information about the achievements of students and alumni. In addition to emailing, Stoneybrooke maintains Facebook and

Twitter accounts as alternative ways to communicate with parents. Good communication underscores the partnership Stoneybrooke has with parents and directly enhances student success.

The strong volunteer system also emboldens student achievement. Parents play a pivotal role as they chaperone on field trips and spring trips, work in the classrooms, staff the hot lunch program, run the student Christmas store and book fairs, and teach the Meet the Masters art program. The Stoneybrooke Parent Organization (SPO) is active at every level of school life, and its participation greatly impacts the performance level of each child.

Finally, the ability to raise additional funds to support ancillary programs at the school is also a key way Stoneybrooke engages parents and the wider community. Each year, the school raises over \$250,000 through its Annual Fund. This fund helps address the gap between tuition levels and what it actually costs to serve each student. Parents, grandparents, community leaders and friends actively support the school with regular donations, and in some cases, that support is sacrificial. Those gifts provide equipment, supplies and staffing that further ensure student success.

### 1. Curriculum:

Stoneybrooke Christian School's core curriculum is aligned with California standards, and the school's curriculum guide indicates how each subject is meeting the state standards. The curriculum is reviewed on a five-year cycle that allows for reevaluation based on the school's core values, California state standards and Expected School-wide Learning Results (ESLRs). The curriculum has also been selected to mirror the school's mission and philosophy by providing an educational program that seeks to develop excellence in each student spiritually, academically, socially, emotionally and physically.

Elementary grades use "SRA Imagine It" for the Language Arts program which is aligned with the California state standards. "SRA Imagine It" has five components: reading, writing, grammar, spelling, and vocabulary. In addition, Write Reflections, the school's writing curriculum, focuses on both expository and narrative writing and offers a consistent process for completing quality paragraphs. The junior high English classes use both Prentice Hall Literature and Sadlier-Oxford Vocabulary which are also aligned with state standards. Students in junior high study vocabulary, short stories, novels, grammar, write several essays and complete a large research paper where students prove a historical thesis statement. An Honors English class is available for recommended students.

The math program at Stoneybrooke uses Harcourt in grades 1-3 which places a strong emphasis on manipulatives. In grades 4-6, ABeka curriculum is used while Prentice Hall math curriculum is used in grades 7-8. All math curricula meet California state standards.

The elementary ABeka science curriculum and the Christian Schools International (CSI) junior high science curriculum meet California state standards and are brought to life through the use of the school's science labs. Students also attend science trips. For example, 5th graders study marine biology on Catalina Island and 6th graders study astronomy in Idyllwild.

The social studies curriculum consists of Bob Jones University Press (BJU Press) in elementary and ABeka in junior high which both meet the California state standards. Social studies courses are enhanced by thematic days such as Gold Rush Day, Native American Day, and Pioneer Day. Each of these special days allows students to participate in a simulated model where they dress in period clothing and participate in activities appropriate to the culture and time period. History is further brought to life through the following three-day trips: 2nd and 3rd graders stay at a working horse ranch, 4th graders visit Sacramento and 8th graders spend a week touring Washington, D.C., Gettysburg, and New York City.

There are also many enrichment courses at Stoneybrooke which include art, music, technology, science lab, library skills, Spanish, and physical education. The music program includes choral training, instruments (violin, guitar, recorder, orph), study of composers, and basic rhythm and note-reading. All elementary students participate in a musical each year, and a Broadway Jr. musical is produced by the junior high students each spring.

Another area of the elementary arts program is the school's Meet the Masters program in which students study and practice various genres of art by famous artists. The physical education program includes participation in the Presidential Physical Fitness Program which allows students the opportunity to meet the national standards for their age level. All students in grades 1-8 also participate in technology instruction in which students meet and exceed the International Society for Technology in Education's (ISTE) national technology standards.

Spanish is offered to both 7th and 8th grade students as a year-long course which is in explicit compliance with the foreign language requirements as set by CAPE. Additionally, junior high students may choose from a variety of electives including drama, praise band, debate, yearbook, student government, and guitar, as well as a variety of online courses such as art, painting, intro to computer programming and much more.

## **2. Reading/English:**

### **Elementary Reading:**

During the admissions process, administration clearly communicates the reading goals for each age group. It is expected that each student be able to read at or above grade level, and the demographics and preschool experiences of students match this expectation in most cases. Therefore, the reading curriculum must be challenging and offer differentiated options. However, when a student does not read at grade level or in some cases, a reading disability is identified, it is the school's desire to accommodate every student whenever possible. The school's Student Success Program (SSP) provides the scaffolding and necessary support for students performing below grade level. A teaching specialist works with students individually and/or in small groups to address identified academic needs. This program has proven to be extremely beneficial in helping students acquire foundational reading skills.

SRA "Imagine It" is used as the major curriculum in the elementary grades for reading instruction. The program is based on 45 years of scientific research, has a comprehensive scope and sequence and covers all state standards. The series includes a strong foundation of phonics, phoneme practice, high frequency words, comprehension skills, literature and novel units. There is a strong technology component, so teachers can connect lessons with the school's interactive white boards, and students have web-based access to read stories and practice skills at home.

Reading instruction is carried out through a multitude of techniques and strategies, all of which assist in meeting the diverse needs and learning styles of students. Shared reading, guided reading, center activities, teacher read-a-loud books, independent reading, and daily self-sustained reading are important components of reading instruction and practice. Frequent and authentic assessments are also included in reading instruction as they provide necessary information which serves to monitor student reading progress and achievement. Teachers monitor reading achievement through accurate record keeping and make necessary adjustments for individualized learning.

All students in grades 1-8 participate in the Star Reading and Accelerated Reader programs which provide a remedial and enrichment supplement to the reading curriculum. The program determines a student's reading level and the student is then required to read a minimum number of books, chosen according to student interest, each quarter. Students take a comprehension quiz after completing each book. The data provided by the quiz results give teachers valuable information about a student's comprehension. The extensive reading practice at the student's appropriate reading level, allows each student to make significant progress in reading comprehension. The web-based technology has been a great tool for home communication as well.

### **Junior High English:**

The English classes at Stoneybrooke Christian Junior High focus on four main areas: grammar, literature, vocabulary, and composition. The curriculum includes the Prentice Hall Literature series, Prentice Hall Writing and Grammar, Sadlier-Oxford Vocabulary Workshop, Levels B & C, and the Jane Schaffer writing method. Every attempt is made to study these areas together rather than separately, so that the students understand the interconnection between all aspects of English. For example, the study of grammar is most often done in conjunction with student writing – DOL's, paragraphs, essays, stories, poetry, etc. Although the students do use a specific vocabulary text, they are encouraged to recognize the

many times the words they are learning appear in the literature they read in the class. They improve their skills of literary analysis in the oral and written assignments they complete. Thus, they see English as a whole.

Students also write one research paper each year in a joint venture with the English and history classes. The seventh grade paper is required to be 1000-1500 words on a topic from world history, and the eighth grade paper is 1500-2000 words on a topic from U.S. history. Students go through a six-week process that consists of choosing their topics, gathering sources, outlining, researching, synthesizing, and composing.

The English department's goal in choosing literature is to have the students come away with a love of the written word, regardless of a student's reading skills. To this end, the department has developed a reading list comprised of well written, high-interest novels at varying reading levels for the students to choose from. This allows students who struggle with reading to select novels at an appropriate yet challenging reading level. The students complete five book reports (oral and/or written) in the course of the year in which the focus is on literary analysis.

To further increase the reading skills of the students, the teachers often read stories or poems to the class to model good reading inflection, style and pacing. They also have the students read aloud. Students also memorize a 3-5 minute speech, which helps them improve their reading expression and their oral skills.

Many testimonies come in every year from former students and parents reflecting on how well-prepared Stoneybrooke students were for high school English. Specifically, parents credit Stoneybrooke's distinctive research paper process for much of this success in writing.

### **3. Mathematics:**

Stoneybrooke has an exemplary mathematics program in grades K-8 as evidenced by its SAT-10 scores which continue to exceed the 85th percentile cutoff scores that CAPE provides. The elementary school uses both the Harcourt curriculum in grades K-3 and the Abeka curriculum in grades 4-6. The junior high program uses Prentice Hall.

Beginning in grade six, students are tracked based on mathematical ability and are placed either into Pre-Algebra or Math 6. In seventh grade, students are placed into either Pre-Algebra, which is the standard course, Algebra 1 (for those who took Pre-Algebra in 6th grade), or Pre-Algebra 1A (for those students who struggle in math). When students reach 8th grade, they are placed into Algebra 1 (standard for 8th grade), geometry (for those who successfully completed Algebra 1), or Algebra 1A (for those who struggle). Stoneybrooke is also proud to offer Algebra 2 to a gifted student this year through an online course under the supervision of the math instructor.

Instruction includes a consistent routine of daily instruction, practice and review of student work. Teachers use a variety of methods including the use of manipulatives, collaborative learning and direct teaching. In addition, each classroom has interactive whiteboards and document cameras which enable the teachers to use technology, including online resources such as Brain Pop, to enhance student learning.

One of Stoneybrooke's distinctives is the free math lab available for students performing below grade level or struggling with a particular concept. This program has been extremely beneficial for students who need the extra help and individualized attention to achieve. The math lab teacher has spent countless hours to ensure every student has the ability to succeed in math. In addition, many teachers take advantage of online websites, such as IXL.com, which help students review mathematical concepts and track student progress. Both of these opportunities help motivate students to want to learn, and, in turn, create student success. In addition, the school's resource program, SSP (Student Success Program), is available to students performing below grade level.

#### **4. Additional Curriculum Area:**

Another distinctive of Stonyebrooke is the commitment to teaching social studies/history through a Biblical worldview. As students acquire stories and information from the past and learn how to analyze current issues, it is the school's mission to instill and refer to a Biblical perspective. BJU Press (elementary) and ABeka (junior high) provide the content, timeline, state standards and Christian worldview for each grade level. Technology and purposefully designed thematic activities/projects bring history to life as well as allow the students to acquire a deeper understanding and appreciation for history.

For example, the 4th grade social studies curriculum is enhanced by thematic days, such as Gold Rush Day, in which students spend an entire day at school recreating the Gold Rush experience including dress, panning for gold, shopping at the general store, and eating time period food. The 4th graders also visit the state Capitol in Sacramento in the spring. Other grades also observe thematic days such as Native American Day and Pioneer Day. Each of these special days allows students to participate in a simulated model where they dress in period clothing and participate in activities appropriate to the culture and time period. The 5th grade students also enjoy a large feast at Open House Night in which each student shares a food that represents a selected state he/she has researched.

In addition to theme days, students in grades 4th-8th write history research papers that are in conjunction with grade-level language arts standards. The reports are a culmination of the year's learning. In 4th grade, students write a California history report; 5th grade students write a U.S. state report; 6th grade students write an African country report; in junior high, the students write up to a 2000 word persuasive paper which must cover either a world history or US history event. The 8th grade students also spend a week in Washington, D.C., Gettysburg and New York City studying the nation's history.

The use of technology has also transformed the way in which students acquire knowledge of history. Each classroom is equipped with an interactive white board which allows teachers to use the internet to bring the world to the classroom. Teachers can use Google Earth, videos, online maps and many other interactive tools all of which enhance the students' learning experience.

#### **5. Instructional Methods:**

Every teacher at Stonyebrooke Christian School uses an array of instructional methods that provide high-level learning experiences to meet the diverse needs in each classroom. The particular methods used to instruct students have a significant impact on learning and achievement. Where appropriate, teachers use direct instruction, small group instruction, cooperative learning structures and learning centers to carry out objectives.

Teachers incorporate media and technology through the use of interactive white boards and document cameras which are located in every 1st-8th grade classroom. In addition to computers in each classroom, Stonyebrooke has three computer labs for student use. The use of media greatly enhances learning as it appeals to different learning modalities and brings real-life examples into the classroom. Beginning next fall, every junior high teacher and student will be utilizing an iPad in order to enhance instruction and learning.

Through informal and formal observations, the administration regularly monitors and supports the types of instructional methods used by the faculty to ensure that differentiated learning is clearly in view. The administration challenges each teacher to implement new strategies and improve methods when necessary. This is done through the support of grade-level teams, peer observations, professional development opportunities and feedback from administration.

As the need to provide learning assistance and support for students working under grade level or with identified learning disabilities has increased, Stonyebrooke has developed a program titled the Student



Success Program (SSP). Students are referred to SSP by the director of curriculum and instruction during the student admissions process or by a classroom teacher as needed during the school year. The SSP specialist works with students on an individual (pull-out) basis or in a push-in model during classroom instruction mostly in the areas of reading, writing and math. The SSP specialist administers assessments as needed to evaluate a student's skills. This is followed by a conference with the SSP specialist, classroom teacher, parents and administrator where all accommodations or modifications are discussed and an individualized education plan is written when necessary. Much of the student success comes from the continual communication between the specialist, classroom teacher and parents. The SSP specialist also acts as a facilitator for out-of-school tutors, doctors or other learning specialists. SSP has been a blessing to the students it serves. Year after year, students demonstrate improvement through the individualized and specialized instruction the SSP program provides.

## **6. Professional Development:**

The Stoneybrooke faculty participates in multiple professional development opportunities each year. The first example is through regular weekly faculty meetings, which are planned by the director of curriculum and instruction. The schedule works on a three-week rotation that includes grade-level meetings, all-faculty meetings and technology/school safety meetings. Grade-level meetings include the planning, pacing and strategies of upcoming lessons and curriculum, the updating of curriculum guides, and participation in vertical planning with other grade levels. All-faculty meetings are an opportunity to discuss school-wide topics and invite guest speakers to share such things as teaching strategies and curriculum ideas.

Each summer, the administration plans full and half-day in-services that will take place during the school year with consideration to the upcoming year's goals and objectives. These days may include: visiting other schools and shadowing teachers, use of No Child Left Behind funds to attend a particular in-service or conference, inviting guest speakers to Stoneybrooke to "teach" on a particular topic, or a time for the entire faculty to work on a school wide project. Some of the most recent guest speaker's topics have been differentiated learning, assessment, how a child's brain receives information, ADHD, and critical thinking.

As a member of, and accredited through, the Association of Christian Schools International, the Stoneybrooke staff attends the annual ACSI convention. This convention offers general sessions with keynote speakers as well as hundreds of specific seminars throughout the two days. After attending, the staff meets for a time of discussion and collaboration documenting specific ways the new ideas and materials can be integrated into the instructional program. This intentional follow up ensures that improving student achievement is the focus of these professional growth opportunities.

The school has granted funds to some of the faculty members to complete their graduate degrees. Thus some have obtained these degrees while teaching at Stoneybrooke. Almost 50% of the teachers hold Master's Degrees. All classroom teachers hold a state teaching credential and ACSI certificate, which ensures continued professional growth.

There is a direct correlation between professional growth and student achievement. The school is intentional as it chooses topics for seminar and conference participation. These topics match the emphasis of the current strategic plan of the school. After professional growth opportunities, the follow up activities of the staff focus on sharing the information and integrating the new strategies in order to maximize the impact on student learning.

The fact that Stoneybrooke's students are testing well above the 85th percentile in all grade levels (based on the SAT-10 cutoff scores provided by CAPE) is evidence that our students are achieving at and beyond grade level. Through the support of administration, No Child Left Behind funds, and a continual yearning to improve, the faculty is in a state of growth and is enthusiastic about implementing new educational findings and practices.

## **7. School Leadership:**

As an independent not-for-profit private school, Stoneybrooke is governed by a ten-member school board. That board has established policies regarding the school's mission and vision, its standards regarding student achievement, the scope of the educational offerings (curricular and co-curricular), personnel guidelines and financial resources and priorities. Under the board's supervision and operating within those policies, the superintendent (aided by the assistant superintendent) is responsible for the oversight of two campuses that operate one preschool, two elementary and one junior high school. Each individual school has a site principal who is responsible for the day-to-day operation of that school. This localized leadership works closely with individual teachers and staff to ensure that student achievement is the focus of the entire institution. Zero-based annual budgets are built for each department within the school (curriculum, personnel, library, technology, facilities and so on). The superintendent and site principals focus those resources according to the priorities established by the board.

Additionally, Stoneybrooke employs a director of curriculum and instruction. This position specifically oversees the instructional aspect of the school. This director works in tandem with site principals in order to direct the learning process system wide. An example of how this structure works might be the recent decision to significantly emphasize blended learning in the junior high school. The site principal along with the other administrators thoroughly researched the implications of the proposed model. National conferences were attended, other schools were visited, and material was read and distributed among the decision makers. Once the plan was formulated in concept form and approved by the superintendent, it was presented to the board. The instructional implications and benefits for the students were highlighted. The board approved the plan and allocated the necessary resources. The site principal was then tasked with the responsibility to lay out a detailed plan for implementation. He and the junior high faculty will spend the balance of this year planning for the launch of the "All iPad School" next fall. Staff professional growth will take place in the spring and summer. Student learning will be revolutionized starting in the school year 2012/2013. This leadership model at Stoneybrooke is comprehensive, and it effectively meets the needs of the students. It is clearly focused on academic achievement and not institutional hierarchy.

## PART VI - PRIVATE SCHOOL ADDENDUM

12PV120

1. Private school association: Independent

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2011-2012 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$8648</u>	<u>\$8648</u>	<u>\$8648</u>	<u>\$8648</u>	<u>\$8648</u>	<u>\$8648</u>
K	1st	2nd	3rd	4th	5th
<u>\$8648</u>	<u>\$8995</u>	<u>\$8995</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$9973

5. What is the average financial aid per student? \$2994

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
11%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 55%

## PART VII - ASSESSMENT RESULTS

### NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: SAT

Edition/Publication Year: 10th Ed/2003 Publisher: Pearson Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	86	89	85	85	83
Number of students tested	51	57	82	91	81
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

12PV120

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: SAT

Edition/Publication Year: 10th Ed/2003 Publisher: Pearson Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	86	84	83	81	82
Number of students tested	51	57	82	91	81
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

12PV120

# NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: SAT

Edition/Publication Year: 10th Ed/2003 Publisher: Pearson Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	83	80	80	81	79
Number of students tested	54	67	87	78	68
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

12PV120

# NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: SAT

Edition/Publication Year: 10th Ed/2003 Publisher: Pearson Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	84	82	75	82	83
Number of students tested	54	67	87	78	70
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

12PV120

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: SAT

Edition/Publication Year: 10th Ed/2003 Publisher: Pearson Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	88	79	91	82	84
Number of students tested	52	76	75	66	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

12PV120



## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: SAT

Edition/Publication Year: 10th Ed/2003 Publisher: Pearson Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	85	79	84	85	83
Number of students tested	52	76	75	66	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

12PV120

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: SAT

Edition/Publication Year: 10th Ed/2003 Publisher: Pearson Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	81	83	80	79	86
Number of students tested	57	65	57	61	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

12PV120

# NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: SAT

Edition/Publication Year: 10th Ed/2003 Publisher: Pearson Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	78	84	80	79	85
Number of students tested	57	65	87	61	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

12PV120

# NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: SAT

Edition/Publication Year: 10th Ed/2003 Publisher: Pearson Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	83	83	82	78	80
Number of students tested	59	37	59	54	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

12PV120

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: SAT

Edition/Publication Year: 10th Ed/2003 Publisher: Pearson Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	79	75	77	77	79
Number of students tested	59	37	59	54	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

12PV120

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: SAT

Edition/Publication Year: 10th Ed/2003 Publisher: Pearson Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	81	82	80	77	80
Number of students tested	40	52	48	43	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

12PV120

# NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: SAT

Edition/Publication Year: 10th Ed/2003 Publisher: Pearson Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	77	81	81	79	83
Number of students tested	40	52	48	43	61
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

12PV120